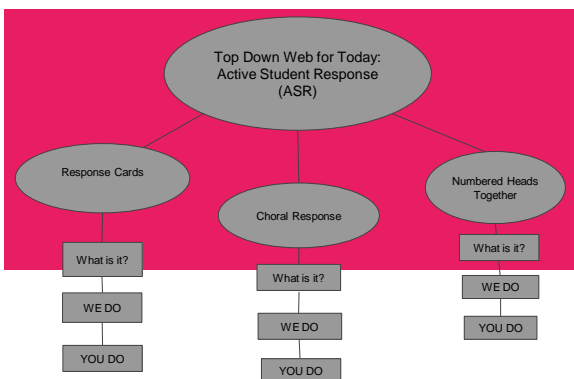


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When being
"on task"
isn't good
enough

Examples of On-task Behavior

- Looking at the teacher, a book, a worksheet, educational media
- Turning pages
- Watching a peer respond

Heward, 1994

Asking "Do you understand?"

Students often answer "Yes;" when, in fact, it's "No." **Why?**

- teachers smile and are happy when students say "Yes"
- don't want to look bad; peers all seem to understand
- avoids aversive consequences (e.g., disappointed looks, recommendations to "pay better attention," re-teaching)
- student doesn't know he doesn't know; it looks easy when the teacher does it, but watching and doing are not the same thing
- When a brave soul does admit to not understanding, the teacher must often present the entire demonstration again.

Heward, 2003

Sit back and let the learning
come to you...



Active Student Response

This is where learning
takes place.
-Kristi Gaddis

"Can be defined as an
observable response made to an
instructional antecedent."

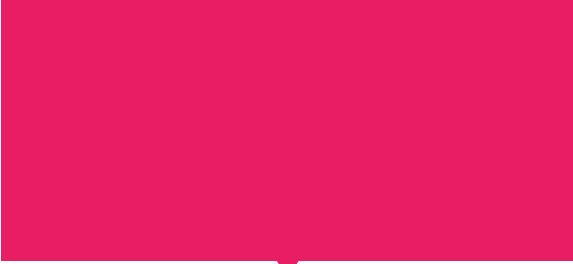
"ASR occurs when a student
emits a detectable response to
ongoing instruction."

Examples: words read, problems
answered, comments made,
sentences written, SMART
response questions answered.

Measured by frequency count
over time.

Response Cards



- 
1. Response cards
 2. Choral Response
 3. Numbered heads together

- Response cards are cards, signs, or items which each student holds up to display his or her answer for the teacher.
- Write-on response cards* are cards on which students mark or write their own responses for each trial.
- Examples: Dry-erase boards (particle board), Laminated poster board squares, Individualized chalkboards
- Preprinted response cards* are a card, or set of cards on which all possible answers are printed.
- Examples: End punctuation marks, Parts of speech, Arithmetic operations

Response Cards

Guidelines for using RCs

Model several learning trials to let students practice.
 Maintain a lively pace.
 Provide clear cues. "Cards Up"
 Provide feedback according to majority.
 Present question again after a few minutes if there was a large number of errors.
 Students can benefit and learn from watching others.
 Keep sessions short!

What are some LINKING verbs?

- AM
- JUMP
- IS
- RUN
- WERE
- SEEM
- BE
- BEEN
- THINK

Linking or Action:

- Am
- Think
- Have
- Love
- Like
- Is
- Been

Polite **OR** Not Polite

☐

Saying, "Mrs. Gaddis, are you pregnant?"

☐ Getting out of your seat while the teacher is talking.

☐ Asking, "May I throw this piece of paper away, please?"

☐ Picking your nose and wiping it under the desk.

Cardinal Directions Activity

1. I am in Washington State (WA) and I want to fly to Texas (TX):
2. I am in New York (NY) and I want to fly to Florida (FL):
3. I am in Michigan (MI) and I want to drive to Arizona (AZ):
4. I am in Oregon (OR) and I want to take a train to Kentucky (KY):

Multiple Choice Math Activity

1 Gallon = __ Quarts

- A. 2
- B. 4
- C. $\frac{1}{4}$
- D. 8

Math Activity #2

$$x + 4 = 9$$

- A. $x = 5$
- B. $x = 2$
- C. $x = 4$
- D. $x = 6$

Examples and Practice

- Samples from across grade levels
- Your Turn
- Create a prototype

Who would like to practice?



Examples of Preprinted Response Cards



Examples of Preprinted Response Cards



Advantages of Write-on Response Cards

- Flexibility of student response (multiple correct answers and creative responses are possible)
- Require a **recall-type response**, rather than simpler recognition-type discrimination
- Spelling can be incorporated into the lesson
- Students can learn by watching others

Heward, 2009; Heward, Gardner, Cavanaugh, et al., 1996

????????????????????????????????

Write-on response cards and pre-printed response cards are examples of _____.

Your Turn

Solve for X

$2(X+3) = 13$

Choral Responding

- Choral responding (CR) - all students in the class respond orally in unison to each question, problem, or item presented by the teacher.
- CR can be used with curriculum content that:
 - has only one correct answer
 - has short answers
 - is suitable for a fast-paced presentation

Heward, Courson, & Narayan 1989; Heward & Wood, 2014

Now a word from our sponsors...

Managing Choral Responding

1. Provide clear directions: Tell students the type of response(s) desired and model one or two trials. For example: "Listen. Get ready to tell me season comes after autumn." [pause, give response cue] "Winter."
2. Provide a thinking pause if necessary: Let the complexity of the question/problem and students' level of mastery determine length of pause.

Heward, Courson, & Narayan 1989; Heward & Wood, 2014

Managing Choral Responding

3. Give a clear signal or cue to indicate when students are to respond (e.g., "Class.", "How many?", a quick hand or arm movement). Use a "get ready" signal if the thinking pause is longer than a few seconds.

4. Provide feedback for the "majority" response:

- All correct = "Yes!/All right!/Great!" and a smile.
- A few errors = "Yes, North America is correct." Repeat same item in a few trials.
- About one-third or more incorrect responses = provide correct answer and immediately repeat item for CR.

Managing Choral Responding

5. Randomly call on individual students to respond.

- Present the item first, then call an individual student's name instead of giving the CR signal.
- Don't try to catch students making errors; set up "poor" students for success in front of peers.

6. Maintain a lively pace.

- Be prepared.
- Praise students for responding properly.
- Consider a group contingency for appropriately timed responses and silence.

Examples and Practice

Flip-Flop Vocabulary Building

Teacher	Students
Obtain means get. What does obtain mean?	get
What word means get?	obtain
James will obtain a new bike. Say that sentence.	James will obtain a new bike.
James will obtain a new bike. Now say that sentence with a different word for obtain.	James will get a new bike.
Clara will get her college degree next year. Say that sentence.	Clara will get her college degree next year.
Clara will get her college degree next year. Now say that sentence with a different word for get.	Clara will obtain her college degree next year.

Examples and Practice

Cat

Mop

Cup

Examples and Practice

Flip-Flop Vocabulary Building

Your turn.

Notorious – famous	Auditory – the sense of hearing
Fraudulent – false	Ambush – a sudden attack
Obtain – get	Podiatrist – a foot doctor
Erroneous – wrong	Affluent – rich with money or property

Guided Notes

☐

Serves a **process** function
-students are interacting
with the curricula.

☐

Serves a **product** function
- students have something
to look back to.

☐

☐Students don't daydream
as much.

Guiding Principles of Effective Instruction

Guiding Principles of Effective Instruction

- Big Ideas
- Explicit Strategy Instruction
- Scaffolding
- Primed Background Knowledge
- Frequent Review

We'll look at these principles across content areas (reading, writing, math, social studies, science) and consider how to use ASR-Strategies (e.g., response cards,) to enhance instruction.



Coyne, Kame'enui, & Carmine, 2011

Guiding Principles of Effective Instruction

Our focus is on ...

- Understanding design principles that increase the probability that all students will learn from a curriculum
- Understanding design principles that improve communication and student performance through careful lesson design

Guiding Principles of Effective Instruction

- It is critical that the curricula we select and the lessons we plan allow a broad range of learners to be successful in reaching ambitious goals
- Increasingly diverse population (poverty, ethnicity, disability)
- Higher benchmarks (e.g., AYP, EOGs)

Big Ideas

- Definition: Concepts, principles, rules, or strategies that facilitate the most efficient and broadest acquisition of knowledge
- Response to the challenge of covering an overwhelming number of objectives and teaching to mastery.
 - Inadequate solutions - “exposure,” lowering expectations for mastery, or abandoning objectives
 - Organize around big ideas
 - Small ideas are more efficiently learned when they relate to a big idea

Big Ideas

Example:

- Convection is a **Big Idea** in science
 - Convection: Heat is transferred in a gas or liquid by the circulation of currents from one region to another.
 - Explains and unifies many of the dynamic phenomena that occur in geology, oceanography, and meteorology.
- (explains: weather, volcanoes, plate tectonics)

Coyne, Kame'enui, & Carnine, 2011

Explicit Strategy Instruction

- Definition: Sequence of teaching events and teacher actions that make explicit the steps in learning.
- Mnemonics can be used to enhance instruction and make the steps for solving a problem easier to remember (e.g., PEMDAS).
 - Concepts are made clear by the use of visual maps or models, verbal directions, full and clear explanations, etc.

Scaffolding

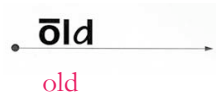
- Definition: Temporary support for students to learn new material
- Scaffolding is “faded” over time
 - Gradual removal of prompts
- Type of response required of learner varies
 - Selection- completion-generation
 - Shorter to longer response
 - Complexity of the task

Coyne, Kame'enui, & Carnine, 2011

Scaffolding

Examples

- Orthographic Prompts
- Adding “distracter” words to math word problems
- Moving from 1-step directions to 3-step directions
- Guided notes
- Graphic organizers



Coyne, Kame'enui, & Carnine, 2011

Scaffolding using Model-Lead-Test

Model	Lead	Test
I do	We do	You do
My turn	Together	Your turn
